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ABSTRACT

The curriculum activities guide for severely retarded deaf children describes activities appropriate for preschool and primary students (7-to-11-years-old), for intermediate and vocational students (12-to-24-years-old), or for both. Activities which incorporate the method of total communication, are focused on communications skills, fingerspelling, numbers, colors, basic vocabulary, and art skills. For each activity, the author describes its purpose, provides directions, and lists necessary materials. Suggested are such activities as balloon play, color matching, dressing the stick figure, name recognition, a nature walk, learning phone numbers and addresses, and making Christmas books, paper weights, and straw paintings. (GW)

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CURRICULUM ACTIVITIES GUIDE

FOR SEVERELY RETARDED DEAF STUDENTS

MARION COUNTY ASSOCIATION * FOR RETARDED CHILDREN *

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Curriculum Activities Guide

For Severely Retarded Deaf Students

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Foreward

This curriculum activities guide was developed as an outgrowth of a federally funded project for severely retarded deaf students attending the educational facilities of the Marion County Association for Retarded Children in Indianapolis, Indiana. These students ranged in age from seven years through twenty-four years. There were two groups of students that the teacher worked with:

1. pre-school and primary students, ages 7-11
2. intermediate and vocational students, ages 12-24.

The activities in this guide are geared in three directions:

1. appropriate only for pre-school and primary students
2. appropriate only for intermediate and vocational students
3. appropriate for both groups.

All of the activities in this guide were developed and geared to the method of total communication. All of the students were exposed to the method of total communication in every daily activity.

Total communication is the right of every deaf child to learn to use all forms of communication so that he may have the full opportunity to develop language competence at the earliest possible age.

The Deaf American, January, 1971

An article on "Total Communication at Maryland School for the Deaf" by Margaret S. Kent, Principal

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COMMUNICATIONS

Activity: Auditory Training - Move to Drum

Purpose: Bring child into increased contact with his environment, teach child to use whatever hearing he may have.

Procedure:

1. Child removes shoes and socks.
2. Make sure child starts at a beginning point (might be a mat or the floor, etc.).
3. Teacher hits the drum one time - child scoots to the beat. (At first child may have to be manipulated through this activity.)
4. At the ending point teacher increases beat of drum—child goes back to the starting position (this beat is kept up until the child reaches the starting point).

Materials: Drum (soundproof, if possible), phonic ear for some children.

Activity: Balloon Play

Purpose: Motor Profit - Blowing Preparation for the "B" Sound

Directions:
1. Child can blow up the balloon or volunteer can blow it up.
2. The child can kick the balloon, throw it, volley them, put them between their knees, and either walk or jump.
3. Show child the sign for balloon.

Materials: Balloons

Activity: Bead Making

Purpose: Small Muscle Coordination

Directions:
1. Mix half flour and half salt with water until doughy substance is produced.
2. The student rolls the dough into small balls.
3. Then either the student or the volunteer makes the holes with a toothpick.
4. Beads can be made in various sizes.
5. It takes two (2) days to dry the beads.
6. String beads.

Materials: Flour, salt, water, toothpicks, tempra paint can be mixed in with the dough. String with tape on the end.

Activity: Calendar Work

Purpose: To Teach Meaningful Time Concepts of Day, Week, Month, and Year through the Method of Manual Communication

Directions: 1. A large calendar, representing one month, is drawn on the blackboard.

1973		June			1973	
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Yesterday	Today	Tomorrow			~~1~~	~~2~~
~~3~~	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2. One student each day is chosen to "X" off "yesterday." (Alongside the calendar, taped to the blackboard, are three word cards; yesterday, today, tomorrow.) After drawing an "X" through yesterday, the student places the word card above the day that was yesterday. After knowing yesterday, today and tomorrow (which are done in the same manner) the student can do it very easily.

Materials: Blackboard, yardstick, chalk, tagboard, felt-tipped pens, masking tape.

Activity: Candle Blowing

Purpose: Develop Muscles Used in Speech

Directions:
1. Place the candles on table far enough apart so only one at a time can be blown out.
2. Move the candle farther away.
3. If child can accomplish task make a game out of it.

Materials: Two candles and a book of matches.

Activity: Color Matching

Purpose: To Teach Color Matching

Directions:
1. The child's task is to put into the box those objects of the same color.
2. After the child masters this task, he might move to two (2) boxes placing the objects, all dumped in a pile in the center of the table, into the appropriate box.
3. It is helpful to the child to sign the names of the colors to him.
4. Primary colors should be learned first (red, blue and yellow).

Materials: Large cardboard boxes, painted inside with the colors to be matched, various colored items (blocks, cars, beads, etc.).

Activity: Color Matching and Finger Precision

Purpose: Eye-Hand Coordination, Following a Pattern

Directions:

1. Draw a circle of a particular color around various peg holes in the board.
2. The student's task is to place the peg in the appropriate color holes marked by the volunteer or teacher to produce the pattern.
3. The peg holes could be designed so that they spell the student's first name (giving the student practice seeing and forming letters of his name).

Materials: Marking pens, pegboard, pegs (preferably golf tees).

Activity: Cooking (Pancakes)

Purpose: Olfactory Training, Teaching and Reinforcing of Basic Food Vocabulary, Time Given to Practice the Appropriate Signs Learned

Directions:

1. Talk about the activity first, sign to the class, "We are going to make pancakes." "Who would like to help?"
2. Select a student to measure and put all of the ingredients into the bowl.
3. Then let all of the students take a turn at mixing the batter.
4. Let each student take a turn at putting the pancakes in the pan to cook. While the pancakes are cooking, let students smell the aroma.
5. Before anyone eats, a short blessing is said (signed) "Thank you Lord for our food. Amen."
6. During the entire activity the signs for pancakes, water, butter, and cooking are given.
7. After everyone finishes eating and cleaning up, a chart story is written on the activity.

   Today is Monday.

   We made pancakes today.

   They were good.

Activity: Corn Meal Bowl "Sandbox Activity"

Purpose: To Bring a Low Functioning Child out of His Shell (Necessary in Order to Establish Eye Contact before We Can Even Begin to Teach Signing)

Directions: 1. Set the table up with newspaper or put the child on the flocr.

2. Sometimes the child may be given water.

3. The child is simply allowed to play.

Materials: Large bowl or a box filled with cornmeal, newspaper to put under the box, "toys" such as cup, sifter, spoon

Activity: Count the Bounce

Purpose: To Teach the Meaning of Numbers to Hearing-Impaired Students

Directions:
1. Ask the child to bounce the ball a given number times (it may be necessary to demonstrate this to some students).
2. Ask the child to sign the number of bounces.
3. If the child gives the correct answer, he is allowed to bounce the ball and the teacher has to guess.

Materials: Ball

Activity: "Draw Around Our Body"

Purpose: Body Image, Just for Fun; Socialization with Other Students

Directions:

1. Spread out big pieces of tagboard or shelf paper on the floor.
2. Have student lie down on his back on the paper.
3. The teacher or another student then draws around the student who is on the floor, using a felt-tipped marker or a crayon.
4. The student may then color himself in. Depending on the functioning ability of the student, he may draw in facial features and clothing details.
5. The student may print or write his name at the bottom of the paper.

Materials: Big pieces of tagboard or shelf paper, felt-tipped marker or crayon.

Activity: Dress the Stick Figure

Purpose: Building of Self-Image, Learning the Signs of Parts of Clothing

Directions:

1. A stick figure was drawn on the blackboard.
2. Clothes were cut from appropriate pieces of colored construction paper to match the clothing of each student. After the clothes were cut, they were hung on a clothesline with clip clothespins. (The clothes line was on the blackboard attached to two magnetized hooks.)
3. Upon entering the room each morning, the students are instructed to dress their stick figure on the blackboard corresponding to the clothing they had on, on that particular day. (Each article of clothing had a piece of magnetized tape on the back of it.)

Materials: Blackboard, chalk, magnetized hooks, rope, clothespins, construction paper, strip of magnetized tape.

Activity: Dress-Up

Purpose: Socialization Skill Development, Dramatization (Part of Total Communication), Just for Fun

Directions:

1. Teacher and/or volunteers collect any old clothing (hats, purses, dresses, pants, coats, shoes, etc.).
2. Have a big cardboard box labeled "DRESS UP." Have clothes stored in box.
3. If need be, teacher or volunteer may help students dress.
4. It is desirable to have some sort of mirror, preferably a full length mirror for the children to view themselves.

Materials: Old clothes, big cardboard box, mirror.

Activity: Drop a Line

Purpose: Numbers - Learning the Manual Sign that Accompanies the Visual Numeral

Directions:

1. Place the fish on the floor.
2. Using a fishing pole, the child catches a fish by touching the magnet to the paper clip on the fish.
3. If the child gives the correct answer (signing), he can keep the fish.

Materials: Cut out sets of fish from colored paper. Put a paper clip on each fish. Write a number on each fish. Use dowels, string, and miniature magnets to make the fishing poles.

Activity: Exercise in Eye-Hand Coordination

Purpose: Preparation for Self-Help Skill Development - Putting on Shoes

Directions:
1. Use string or ribbon, wind it one and a half times around the student's wrist or ankle for the student to pull it off.
2. Drop string over his hand so that one end hangs down over his face or hook it over one of his ears.
3. Encourage him to pull it off.

Materials: String or ribbon, shoes.

Activity: Exercise in Eye-Hand Coordination

Purpose: Preparation for Self-Help Skill Development - Putting on Socks

Directions:
1. Pull a fairly large sock over one of the student's hands or feet for him to work off.
2. Pull one of his own socks partially off and stimulate him to pull it the rest of the way off.
3. Also, good presigning activity.

Materials: Socks

Activity: Feeling of Different Textures and Temperatures

Purpose: Attention and Alertness Increased to Touch Resulting in a Decrease in Hyperirritability to Touch

Temperature Change Awareness Enhanced

Procedure:

1. The child is given a terry cloth wash cloth, carpeting, sponge.
2. Child's body is briskly, but gently rubbed. (Signing and gesturing during this activity).
3. If child rejects activity - it might be good to give him a toy to direct his attention away from activity.
4. Ice cube is used to rub child's arms and legs. After very brief application of the ice on the skin, terry cloth is used to wipe away the wetness.
5. Ice also can be used on the child's lips as well as having him suck the ice.

Materials: A small piece of terry cloth, a small sample of carpeting, a small piece of plastic sponge, ice cube.

Activity: Follow Me (High Functioning)

Purpose: Aid in Simple Object Recognition and Corresponding Sign

Directions: 1. Follow the leader game while touching items.

2. Example: While marching around the room, sign, "Follow me and touch the table," "Now follow me and touch the chair," "Now follow me and touch the door, touch the ball," etc.

3. A surprise box might be introduced by the teacher saying, "Touch the box and take a cookie."

Materials: No formal equipment.

Activity: Foot Printing

Purpose: Body Awareness; Just for Fun, Color Recognition and Reinforcement

Directions:

1. Have children remove their shoes and socks.
2. Big pieces of posterboard or shelf paper should be spread out on the floor.
3. Sometimes it is fun for the child to select his own color of paint. (Fingerpaint works very well because of its rather thick consistency.) Dip brush in paint and paint bottom of child's foot. (If student is capable, he may paint his own foot.)
4. Using the sign "stand," instruct the student to stand up and walk all over the paper.
5. Have a bucket or pail of water ready as soon as the student has finished.
6. If students select lots of different colors, an interesting effect is achieved.

Materials: Big pieces of posterboard or shelf paper, fingerpaint, brush, bucket for water, sponges or rags or paper towels for final clean-up.

Activity: "Going to the Symphony"

Purpose: Auditory training, enjoyment

Directions:

1. (Most successful and enjoyable for students who have hearing aids or an amplification system available to them.)
2. Students are taken to the gym or cafeteria where the music program is to take place.
3. Put hearing aids or Phonic Ear on deaf and hearing-impaired students.
4. Students may be given small rhythm instruments so they may "play along" and feel a part of what is going on.
5. (This particular program was presented by the Percussion Ensemble of the Indianapolis Symphony Orchestra. This particular group lent themselves to deaf and hearing-impaired students because these students could at least feel the vibrations. Afterwards, the students could touch and "play" the instruments (under supervision).

Materials: Small rhythm instruments, Phonic Ear.

Activity: Guess Which Hand?

Purpose: Develop Simple Game Skills, Develop Vocabulary

Directions: 1. The teacher puts a small object in either her right or left hand (block, car, boat, etc.).

2. The student has to guess which hand the object is in, then if he guesses correctly, he must give the sign for that object.

3. He may be rewarded by keeping the little object, by using candy or candy-coated cereal, or by engaging in an activity of his choice.

Materials: Small objects (cars, blocks, etc.), candy or candy-coated cereal.

Activity: Hand Print Collage

Purpose: Body Image; Color Recognition and Reinforcement

Directions:

1. Give each child one piece of fingerpaint paper and several sheets of colored construction paper.
2. Let each child select one or two colors of fingerpaint.
3. Teacher or volunteer spoon fingerpaint onto paper.
4. Child will smear the paint on the fingerpaint paper, then have him make the hand prints on the colored construction paper.
5. Let papers dry. Have child cut out several hand prints and paste them on a big posterboard. Let each child do this until the posterboard is full. The different colors of paint and paper, besides the various sizes of the hands, will make an interesting effect.

Materials: Smocks, fingerpaint paper, fingerpaint, various colors of construction paper, scissors, paste.

Activity: Helping Client Attempt Verbal Response as well as Gestures to Communicate to Others He Needs to Use the Toilet

Purpose: Nonverbal Client Develop a Means to Communicate His Need to Go to the Toilet

Directions:

1. When client indicates discomfort, or is taken to the toilet on his schedule, show him the sign for toilet, help him make it.
2. Immediately after this is done take him to the toilet.
3. Continue this conditioning over a period of time until client can use manual communications on his own.
4. Even though client gives no verbal response, do not eliminate your own verbal stimulation.

Materials: No formal equipment.

Activity: How Old Are You? (For Higher-Functioning Students)

Purpose: Acquisition of Socialization Skill for Child to be Able to Learn, Know, and Communicate His Age

Directions:

1. Have written on a tagboard sentence strip, "How old are you?" Also on another piece of tagboard have pictures of birthday cakes with candles on them and also pictures of children engaged in activities at a birthday party.

2. Discuss with the class the pictures and what's going on in the pictures. (The activities, the colors of clothing, the food, games, etc.).

3. Sign to the student: "How old are you?" Help the student by counting on the blackboard the number of years he is. (To be able to complete this activity successfully, the student must have a fairly good signing vocabulary and good number concepts.)

Materials: Tagboard sentence strips, felt-tipped pens, pictures of birthday parties, blackboard.

Activity: Jumping Rope

Purpose: To Begin the Development of Ability to Do Rational Counting to Ten. To Provide Experience and Practice in These Skills. Also, its an Activity Just for F-U-N

Directions: Have child manually count each time he makes a successful jump over the rope. Reinforcers such as candy or sugar-coated cereal can be used for encouragement. Also, a follow-up activity, such as corresponding seatwork could be planned.

Materials: Jump rope, candy or cereal, seatwork.

Activity: Mystery Box

Purpose: Vocabulary Building and Reinforcing; Just for Fun

Directions:

1. Ten (10) objects are in a box. Have student reach in box and pull something out.
2. Have student tell you as much as possible through signing about that object. Is it big or little? What does it do? What color is it? What is it?
3. Proceed until all students have taken an object.
4. As an added task for a higher functioning student, have him sign the names of the objects of all the students participating in this activity.

Materials: Box and ten different little objects (ball, block, plane, car, truck, etc.)

Activity: Nature Walk

Purpose: To Teach the Signs for the Following Words: Tree, Flower, Grass, Ground, Sky, Bird, Leaf

Directions:

1. Take students on a hike or walk outdoors.
2. Point to the object and sign just that word (later a whole sentence may be completed, "This is a tree." "The tree has green leaves.")
3. Whenever possible, have students feel the objects. For example: the rough bark on a tree or the wet grass.
4. Once back indoors in the classroom, reinforce learning with picture cards and signing.
5. Have students draw what they saw on their walk.
6. For higher functioning students, have them write the word under the picture that they've just drawn.

Materials: Objects in nature; flowers, trees, etc.; picture cards, drawing paper, crayons, pencils.

Activity: Number Concepts (Higher Functioning)

Purpose: Counting Using Concrete Items and Show a Purpose

Directions: (Using signing and fingerspelling)

1. The volunteer asks the child information about numbers.
2. Start with "How old are you?" Count out that many blocks.
3. To buy the price of candy he needs one penny; cookie- three pennies; glass of something to drink five pennies.

Materials: Blocks, pennies, candy, cookie, glass of some type of drink.

Activity: Object Matching

Purpose: Visual Discrimination, Attention Span Lengthening

Directions:

1. In each box or bowl place identical items.
2. Teacher or volunteer keeps one of each item, student has one of each item.
3. Teacher or volunteer holds up one item, signs to student to find one like it.
4. Place the item in the correct bowl.
5. May start with only two or three items, depending on the level of the functioning of the student.

Materials: Bowls, boxes, identical objects, for example: each bowl might contain a red block, blue beads, a rubber band, a straw, poker chips, etc.

Activity: Pick and Place

Purpose: Follow Directions, Learning Object Signs, Reinforcing Color Signs, Preposition Signs

Directions:

1. Place an empty box in front of the child and three or four objects.
2. Say "Pick up your green clown and place it inside the box." Make sure instructions are followed, then, "Put your blue block between your green block and the box."
3. Make the command easier if student is lower functioning.
4. Tokens may be used.

Materials: Box and four items (blocks, pencils, book, etc.) M and M candies may be used.

Activity: Ping-Pong Ball Race

Purpose: Large Motor Development, Crawling Practice, and Blowing Skills (Preparation for Speech)

Directions:

1. Place the ping-pong ball on the floor.
2. The child's task is to blow the ball to goal and perhaps back.
3. You may use this as a competitive game between volunteer and child or between two children.

Materials: Ping-Pong balls.

Activity: Play a Game Named Trails

Purpose: To Teach Counting and Numbers

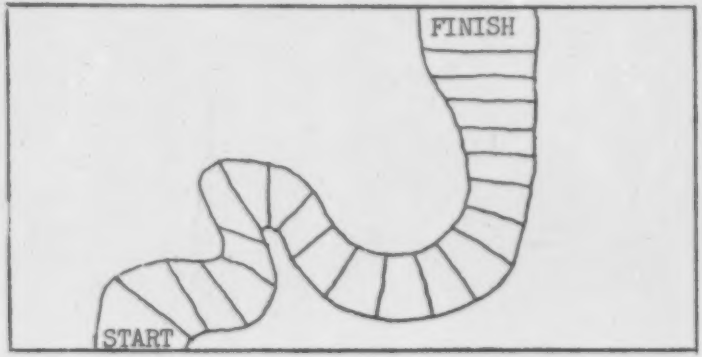
Directions: 1. Each student has counters.

2. Spin the card or throw dice.

3. Move that many spaces.

4. Student must sign the amount of spaces he is to move.

Materials: Tagboard with a trail drawn on it, buttons or beads for counters, spinner or dice.



Activity: Potato Block Design

Purpose: Hand Grasping, Using Fingers That Perhaps Have Not Been Used Before (Good Presigning Activity)

Directions:
1. Teacher prepares potato printer by slicing potato in half and carving out some design.
2. Dip potato into paint.
3. Stamp the paint on the construction paper.

Materials: Potato, knife, and construction paper, paint.

Activity: Sample Lesson Plan for a Child Working at the Imitation Level

Purpose: Calendar (Time Concept)

Directions:
1. Each day each child does one special activity.
2. This is written into a chart story.
3. Child then either draws pictures and his name to go with it or matches words.
4. Besides the auditory training time is spent reviewing signing or fingerspelling with the child - depending on his level.

Today is Monday.	Yesterday was Monday.
Today_____is here.	_____made pancakes.
Today_____made pancakes.	Today_____is going to finger paint.
_____is happy.	

Materials: Calendar, large pieces of lined paper, pencil, crayon.

Activity: Singing and Signing Just for Fun

Purpose: Just for Fun

Directions:
1. Select a very short song (nursery rhyme songs are good).
2. Write the song out in chart story form.
3. Underline the most meaningful words and sign those words to the class.
4. If a recording is available, play it and let the students feel the vibrations. If possible, have someone play it on the piano and let the students feel the back and sides of the piano.
5. Sign the entire song. If a student has some hearing, he may be able to hear parts of the song, and want to try to join in and sing. If this is so, signing and singing should be happening simultaneously.
6. Also, drawing pictures may help communicate the meaning of the song.

Materials: Large piece of posterboard, felt-tipped pens, record, record player, piano (if available), drawing paper, crayons.

Activity: Smell Bottles

Purpose: Develop or Sharpen Olfactory Sense

Directions:

1. Fill little bottles of approximately the same size with various herbs or seasonings.
2. It is best to begin with an herb that smells sweet and one that smells rather sharp.
3. Then progress to two that smell sweet and one that smells sharp. Same and different can be taught during this lesson.
4. Have children smell flowers, trees, grass, etc., when outdoors taking nature walks, etc.

Materials: Little bottles, herbs, flowers, trees, etc.

Activity: Sort the Stack

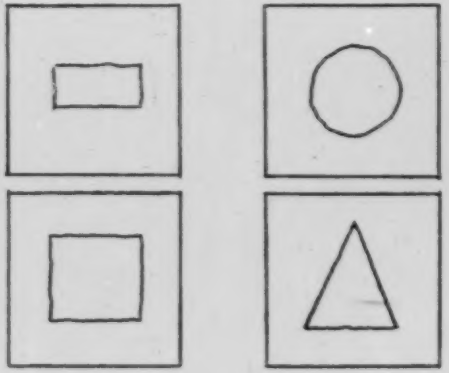
Purpose: Classification and Reinforcing Signing of Picture Cards

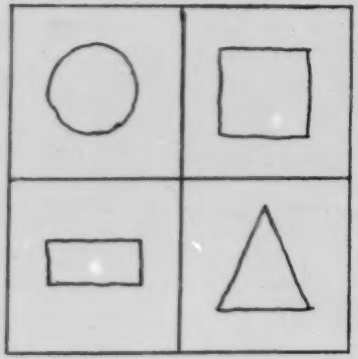
Directions: 1. Lay the large card down.

2. Give the student the picture cards.

3. The student matches the picture cards to the corresponding categories.

Materials: A large card divided into two or more sections, indicate category in each section (can be zoo, farm animals, shapes, food, etc.), picture cards.





Activity: Sponge Painting

Purpose: Self-help Skill Development-Grasping

Directions:
1. Place paper on the table with newspaper under it.
2. Child dips the sponge into the paint and places it on the paper.
3. Depending on the level of the child, the teacher may draw outlines of various objects on the paper. (Sometimes the children really enjoy this.) Objects drawn could include: a turkey, a Christmas tree, a big heart, a flower, etc.

Materials: Sponge cut in 4" square, thick paint, construction or fingerpaint paper, newspaper.

Activity: Stringing Straw

Purpose: Eye-Hand Coordination

Directions: 1. Cut straws into various lengths.

2. Child strings the pieces of straw (dip the string in glue to harden the tip or wrap it with tape).

Materials: Plastic or paper straws or macaroni, yarn or cord.

Activity: Swing-A-Ring

Purpose: Eye-Hand Coordination, Just for Fun

Directions: 1. Attach twine to a ring and suspend the twine from a hanger.

2. Fasten the hanger at a height or hold and stand to one side.

3. As the ring swings back and forth, the child attempts to toss balls through the center of the ring.

Materials: Styrofoam ring or cardboard ring, styrofoam balls, or tennis balls.

Activity: Teaching Verbal Responses as well as Gestures during Lunch or Snack Time 41

Purpose: To Teach Nonverbal Clients a Means of Communicating His Needs for Food and Drink

Directions:
1. When client is seated give the sign for eat, or drink - whichever the client is doing.
2. Give the sign for the food or liquid. Be sure not to introduce more than one new sign. Do not introduce a new one until he knows that one.
3. Repeat the sign two or three times and then give the client the food.

Materials: Food.

Activity: Visual Task of Name Recognition

Purpose: Child to Identify His Name and Then Give the Appropriate Sign for It

Directions:

1. Have child's name written on a card.
2. Have child count number of letters in his name.
3. Identify what letter his name starts with.
4. Either have child pick out letters that are in his name or pick name from many names.

Materials: Child's name plate, cards with different name written on each card or a different letter written on each card.

Activity: Water Play

Purpose: Touch Experience as well as Temperature with Water and Article
Teach Child Sign for Water, Hot or Cold

Procedure: 1. A small pan of water, place it on a terry cloth towel.

2. Child to put hands in water, move them.

3. Show child how to fill a cup, squeeze a sponge, ring out a cloth.

Materials: Dishpan or rubberized container, towel for child's lap and under pan, and sponge, cup, cloth.

Activity: Weight Bottles

Purpose: Weight and Size Discrimination

Directions:

1. Using empty detergent bottles and sand, fill the following bottles accordingly:
   a. first bottle: full
   b. second bottle: 3/4 full
   c. third bottle: ½ full
   d. fourth bottle: empty
2. Have each student lift all of the bottles one at a time. The first time through this activity, the teacher should help the student lift the bottles in order, beginning with the heaviest one.
3. Later more bottles can be added; the same and different concept can be taught during this lesson.

Materials: Four (4) empty liquid detergent bottles (32 oz. is a good size to use), and sand.

Activity: What is Your Name?

Purpose: Visual Recognition of Child's First Name and to Teach Child to Fingerspell His First Name

Directions:

1. Have child's name printed on piece of tagboard 9" long and 4" wide.
2. (At first it may be necessary to attach a picture of the child next to the name). Show child how to fingerspell his name.
3. Have child fingerspell his name. Repeat until the child has mastered this activity. (Trying to teach the child to fingerspell his last name will only confuse him at this point.)
4. Now the teacher may ask, "What is your name?" and the child will be able to respond, "My name is Curtis."

Materials: Tagboard, felt-tipped pens, big gold stars may be placed on the name cards once the child has mastered this activity.

Activity: What is Your Phone Number?

Purpose: Acquisition of Socialization Skill for Child to be able to Learn, Know, and Communicate His Phone Number (A Good "Survival Skill")

Directions:

1. Have student's phone number printed on a piece of tagboard sentence strip.
2. With the student, using a real telephone, help the student find and dial the correct numbers of his telephone number.
3. On a large piece of posterboard, have drawn a telephone, and the words, "What is your telephone number?"
4. The teacher signs, "What is your telephone number?" (It may take quite some time for the students to learn successfully this activity. Much repetition is needed.)

Materials: Tagboard sentence strips, felt-tipped pens, telephone, large piece of posterboard.

Activity: What to Wear When?

Purpose: Thinking Skills, Learning the Signs to Various Parts of Clothing, Reinforcing Color Signs

Directions:
1. Lay boy or girl doll down on the table.
2. The student dresses the doll as the teacher directs (with signs).
3. Example: Dress the girl doll for a rainy day or put a red dress, white socks, and black shoes on the girl doll.

Materials: Boy or girl doll from the Peabody Kit, clothes from the Peabody Kit.

Activity: Where Do You Live?

Purpose: Acquisition of Socialization Skill for Child to Learn, Know, and be able to Communicate Where He Lives

Directions:
1. On a large posterboard, have drawn several different looking houses and apartment buildings.
2. At the bottom of the posterboard, have written: "Where do you live?"
3. An envelope is printed for every student in the class with his or her own address on it.
4. A cardboard box has been painted and labelled: "Out Mail Box." This is where the envelopes are kept.
5. The teacher helps each student individually to fingerspell his address. (Some students have more difficulty than others.)
6. After everyone has had an opportunity to practice fingerspelling his address, the teacher then begins the formal activity: "Where do you live?" and the student replies manually: "I live at 121 Main Street."

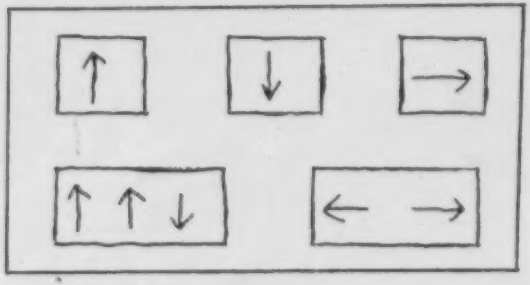
Materials: Large piece of posterboard, felt-tipped pens, plain envelopes, cardboard box, paint.

Activity: Which Way?

Purpose: Directional Concept and Visual Memory

Directions:
1. Show the card and the student signs which direction the arrow is pointing.
2. Student can show the direction by facing the same way or by signing it.
3. The student can draw arrows shown on the cards, first while looking at them and then from memory.

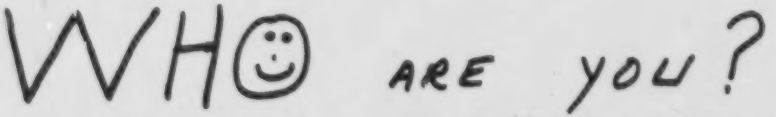
Materials: Series of cards with one (1) arrow or several arrows pointing in different directions.



Activity: Who Are You?

Purpose: To Teach the Concept of "Who" to Preschool or Primary-Age Children; Name Recognition

Directions: 1. On a large piece of posterboard have drawn the following:



2. Sign to the child, "Who are you?" (The face drawn inside of the letter "O" may help the child realize that "Who" is a question about a person.)

3. At this stage in the child's communications development, he may respond to the question of, "Who are you?" simply by giving his name sign.

Materials: Posterboard, felt-tipped pens.

Activity: Young and Old

Purpose: To Teach the Concept of Young and Old; to Reinforce the Concept of Same and Different

Directions:

1. Have lots of old magazines available for the students to look through.

2. As student looks through the magazine, sign to him the differences between young and old and show him pictures to illustrate this concept.

3. Have the student cut out pictures of babies, young children, teenagers, and young adults. Then have the student cut out pictures of people who are older—perhaps showing the student some the signs of age—gray hair, wrinkles in the face, people who walk with a slower or more deliberate gait, etc.

4. Have notebook or scrapbook already stapled together. Have student glue pictures into the scrapbook. If the student is at an appropriate functioning level, the pictures might be labelled "young," "old."

Materials: Old magazines, scissors, notebook or scrapbook, glue, felt-tipped pen.

FINGERSPELL

A

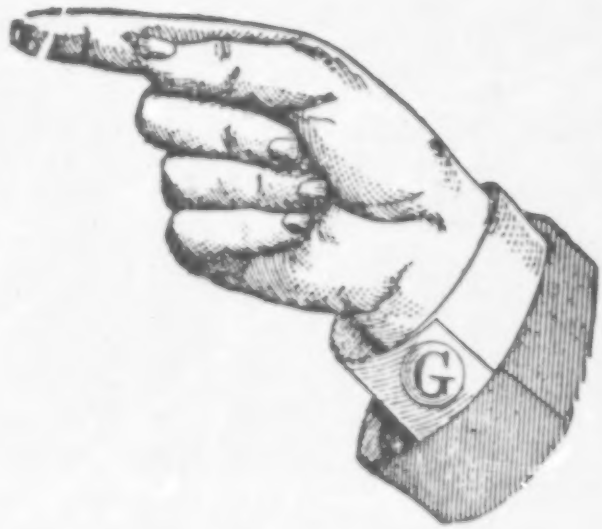
B

C

D

E

F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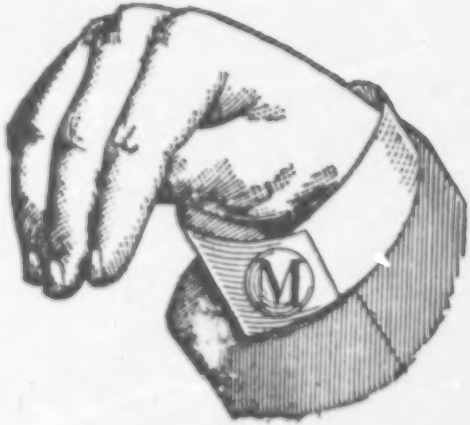
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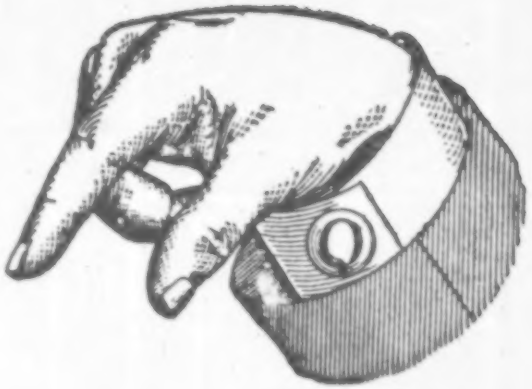
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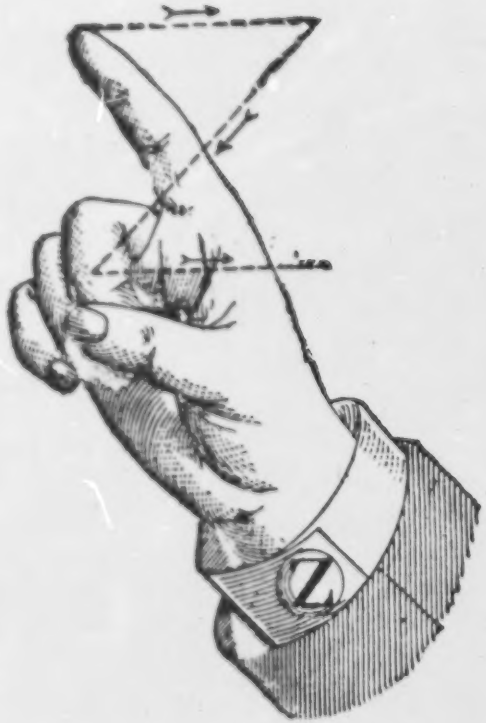

Z

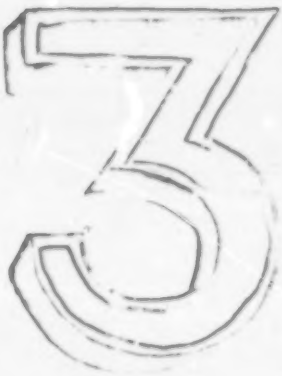
NUMBERS

ONE

Extend index finger.

TWO

Extend index and middle fingers.

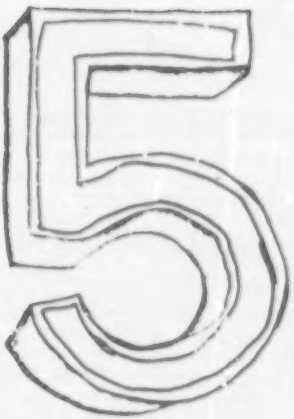


THREE

Extend thumb, index, and middle fingers.

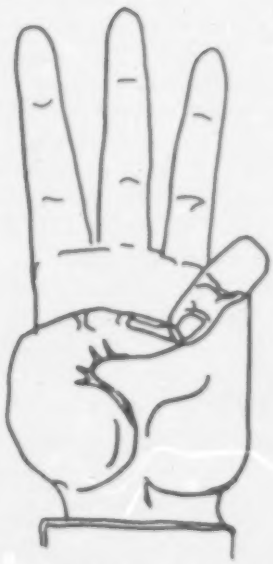
FOUR

Extend 4 fingers.



FIVE

Extend 5 digits.



S I X

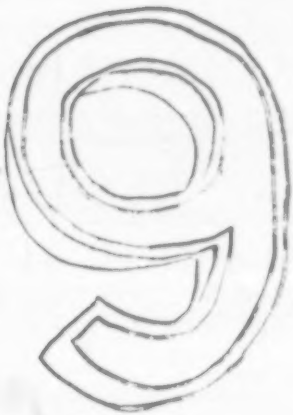
Extend index, middle, and ring fingers with tip of thumb touching top of little finger.

SEVEN

Touch tip of thumb to tip of ring finger with other fingers extended.

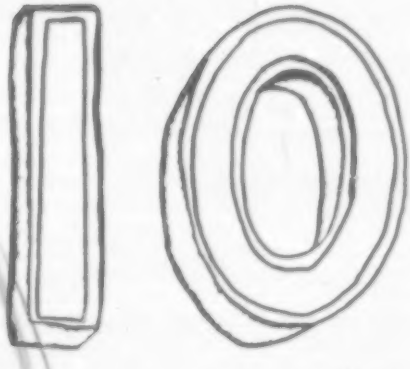
EIGHT

Touch tip of thumb to tip of middle finger with other fingers extended.

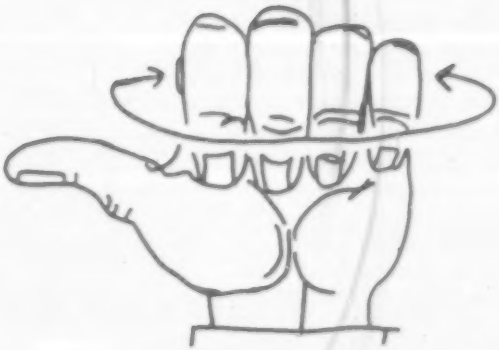


NINE

Touch tip of folded index finger to thumb tip with other fingers extended.



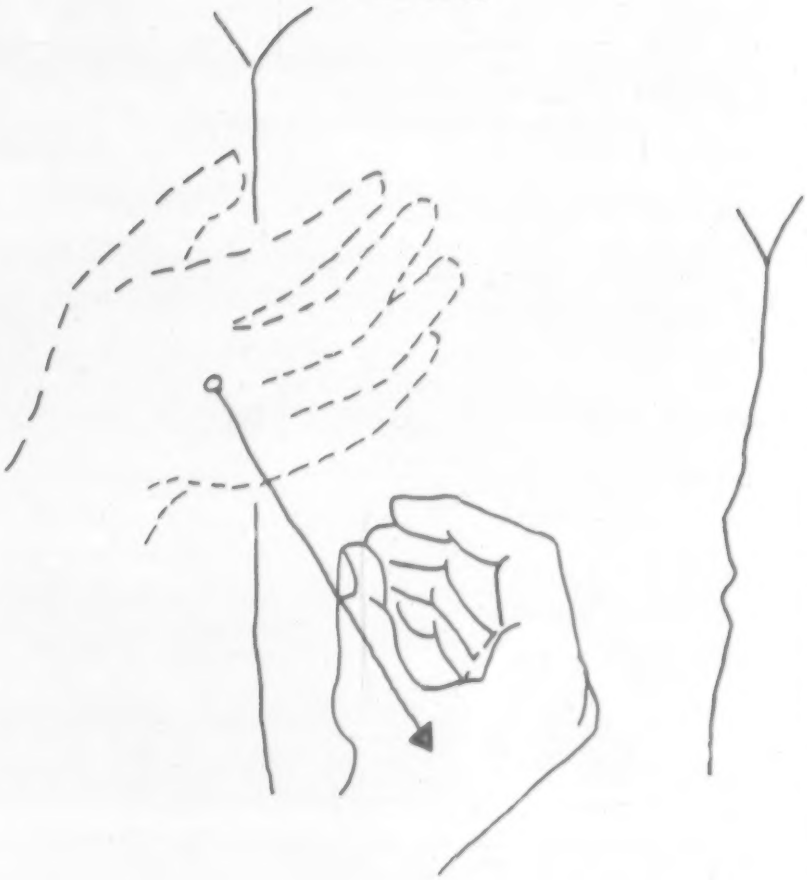
T E N



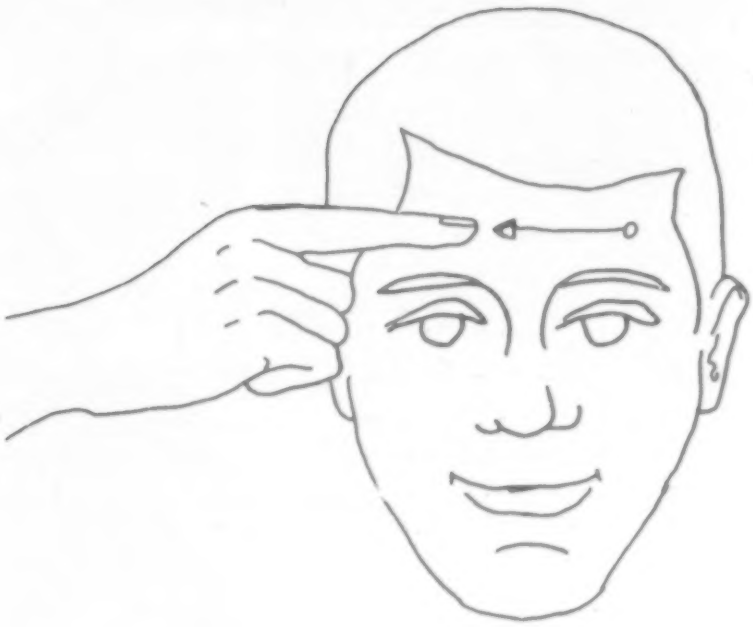
Fold fingers with thumb extending and move hand in rotating motion.

COLORS

WHITE



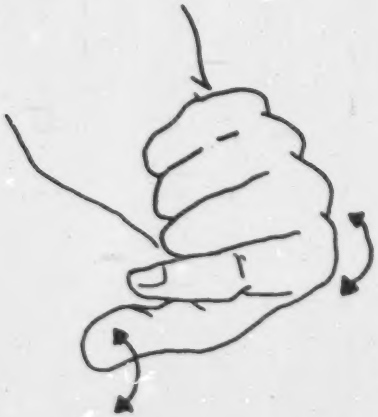
BLACK



BLUE

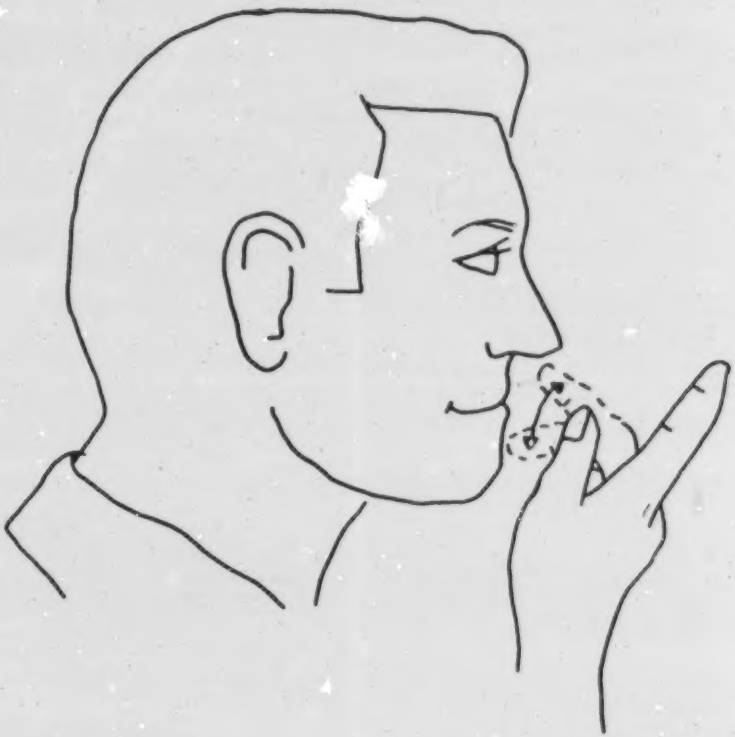
RED

BROWN



GREEN

PINK



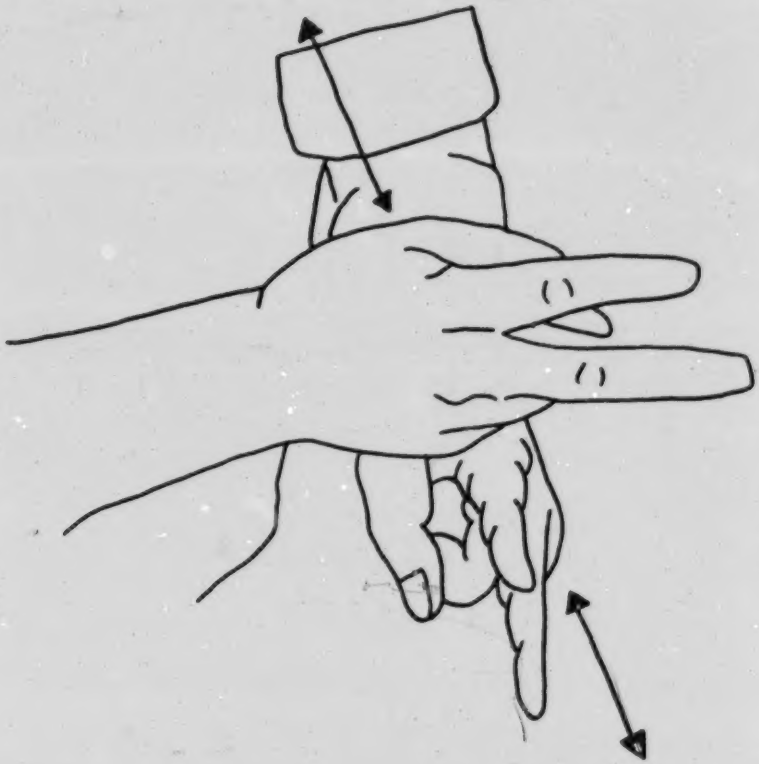
PURPLE

ORANGE

YELLOW

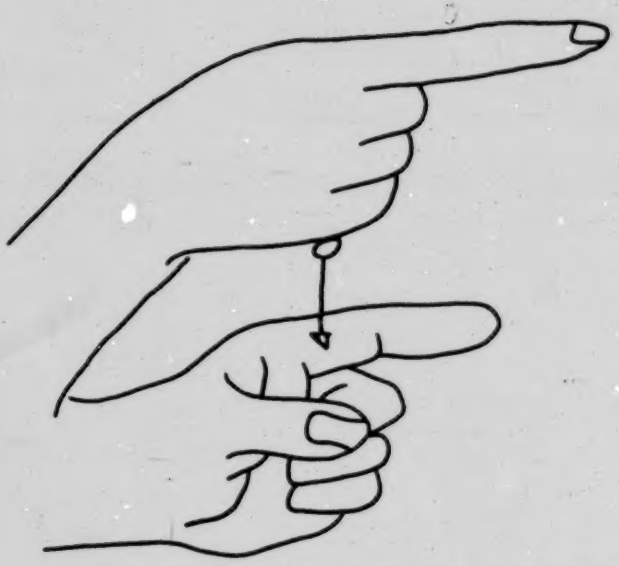
WORDS

BE CAREFUL, CAREFUL



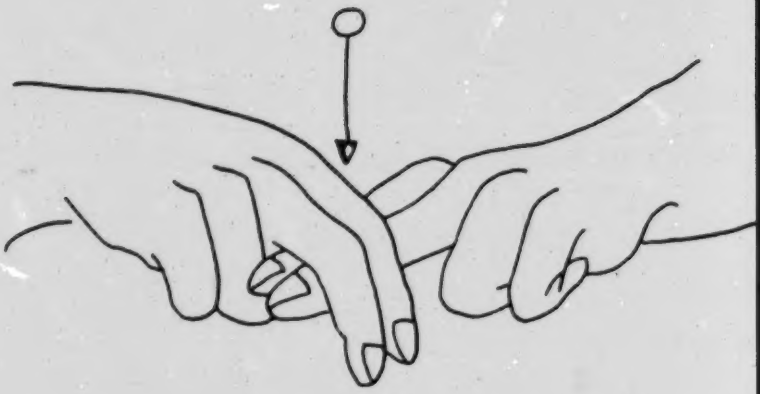
EAT, FOOD

C O R R E C T, R I G H T

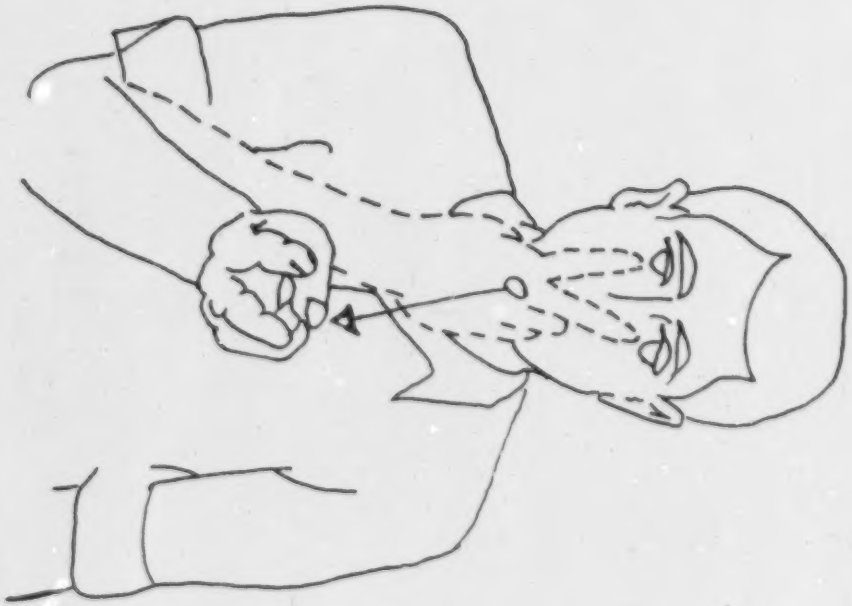


WRONG, MISTAKE, ERROR

S I T, S E A T, C H A I R



STAND



SEE

LOOKAT, WATCH

WAIT

HURRY

BOY

GIRL

BAD

GOOD

THANK YOU

STOP

ART AND TEXTURE

Activity: Christmas Tree

Purpose: Reinforce holiday lesson

Directions:
1. Have student draw or trace a Christmas tree on a large sheet of manila paper.
2. Using yarn, fabric, and rick-rack scraps, decorate the tree. (Elmer's glue works very well to adhere these materials.)
3. As a final touch, make a free-form design with the glue all over the tree and sprinkle glitter on this design.

Materials: Large sheets of manila paper; pencil or crayon; yarn, fabric, and rick-rack scraps; Elmer's glue; glitter.

Activity: Color and Shape Scrapbook

Purpose: Fine motor coordination, eye-hand coordination, color recognition and reinforcement

Directions:

1. Have scrapbook or notebook already stapled together.
2. Have students cut out pre-traced circles, squares, and triangles out of red, blue, and yellow construction paper. The student will cut out a red circle, a blue circle, a yellow circle, and so on. (To begin, only the three primary colors should be used. After the student has mastered the primary colors, the secondary colors may be introduced: green, purple, and orange.)
3. The circles, squares, and triangles may then be glued or pasted into the notebook. They may be labeled accordingly: a blue circle, a blue square, a blue triangle.

Materials: Scrapbook or notebook; pages with circles, squares, and triangles already traced; scissors, glue or paste; pencil or crayon.

Activity: Crumpled Paper Happy Face

Purpose: Fine motor coordination, reinforcement of happy and sad, practice of same and different concept

Directions:

1. Have student tear construction paper into strips or pieces.
2. Have student crumple pieces and strips of construction paper.
3. Have student spread glue or paste on pre-cut circle.
4. Have student fill in the entire circle with crumpled paper.
5. Make eyes, nose, and mouth with yarn.

Materials: Yellow construction paper, circles of construction paper pre-cut, dark yarn, paste or glue.

Activity: Cutting on Straight Line

Purpose: Fine motor coordination, learning how to hold and cut with scissors

Directions:

1. On a piece of manila paper, draw six lines with a green crayon 3/4 the width of the paper.
2. With a red crayon, draw a circle at the top of each green line.
3. The teacher or volunteer may sign to the student, "Go, start cutting" and when he reaches the red circle, "Now you may stop." (The green line means GO and the red circle means STOP.)

Materials: Manila paper, green crayon, red crayon, ruler, scissors.

Activity: Cutting Pre-Traced Circles

Purpose: Fine motor coordination, eye-hand coordination

Directions: 1. Give student scissors and sign, "Cut the circle." (If the student is capable, he may trace his own circles.)

2. The student may then paste the circles he has cut out on a piece of paper to make a pretty design.

Materials: Pre-traced circles on manila paper, scissors, glue, construction paper.

Activity: Decoupage Plaque

Purpose: Fine motor coordination, a just for fun activity

Directions:

1. Have student look through magazines for a pretty picture.
2. Have student sand a piece of wood approximately 6" square (pieces of wood may be any size).
3. Wood may be stained if the student desires and if time permits; have student apply a thin coat of Mod-Page or thinned Elmer's Glue; let dry until slightly tacky.
4. Place picture down on the wood; smooth out the wrinkles and air bubbles; apply another coat of glue or Mod-Page.
5. Repeat until the desired finish is achieved.
6. Picture hanger may be placed on the back.

Materials: Newspapers, magazines, scissors, wooden plaque, Mod-Page or glue, brush, picture hanger.

Activity: Face Masks

Purpose: Socialization activity that goes along with "dressing up"

Directions:

1. Have student decide what kind of mask he wants to make (rabbit, pumpkin, etc.).
2. For rabbit: cut standard-size paper plate in half.
3. Cut holes out for eyes; cut a place for the nose.
4. Out of pink construction paper, have the student cut two ears; staple these to the top of the mask.
5. With a paper punch, make two holes at the sides of the mask; tie a piece of yarn in each hole.
6. Student may draw some facial features on the mask.

Materials: Paper plates, scissors, pink construction paper, crayons, yarn, stapler.

Activity: Folded Butterfly

Purpose: Color recognition and just for fun

Directions:

1. Have butterfly shape pre-cut.
2. Put out several different colors of fingerpaint and let student select two or three to use.
3. With a spoon, put small amount of each color paint on one side of folded butterfly.
4. Fold over the other side and have student rub the folded piece of paper.
5. Have student open the paper and see his special work of art.

Materials: Butterfly shapes, fingerpaint in various colors, plastic spoons, smocks.

Activity: Glitter Names

Purpose: Tactual discrimination

Directions:
1. Have student print, in large letters, his first name on a piece of tagboard.
2. Have student go over the letters with Elmer's glue.
3. Sprinkle glitter over the glue and let dry.
4. Let the student "feel" his name.

Materials: Tagboard, pencil, glue, glitter.

Activity: Indian Head Band

Purpose: Reinforce unit on Thanksgiving; color recognition, fine motor coordination

Directions:

1. Cut a piece of poster paper 2" wide and long enough to fit around the student's head.
2. Let student make various designs and color them in on the strip of paper.
3. After student has finished making designs, fit the band to his head and staple.
4. Have student cut out feathers of various colors to fit around head band, staple them on.
5. As a reward, perhaps one student could be the "Chief for the Day", his head band having many feathers on it.

Materials: Poster paper, scissors, crayons, stapler, several different colored sheets of construction paper.

Activity: May Baskets

Purpose: Holiday lesson; vocabulary building

Directions:
1. Have student spray paint a wooden strawberry basket; let dry.
2. Add Easter basket straw and plastic flowers.
3. Cover the basket with saran wrap.

Materials: Wooden strawberry basket, various colors of spray paint, Easter basket straw, plastic flowers, saran wrap.

Activity: My Christmas Book

Purpose: Vocabulary building activity, color recognition, holiday concepts

Directions:

1. Have notebook already put together.
2. Have student color and cut out various shapes that represent the Christmas holiday: tree, bell, ornament, reindeer, stocking, star.
3. Have student glue these shapes and items into the notebook.
4. For students who are at the appropriate functioning level, labeling may be done underneath the picture.
5. Show the student the sign for every picture in the book; the student should not be allowed to put the picture in the book until he knows the sign for a specific picture.

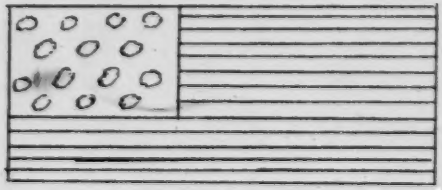
Materials: Manila paper for notebook, dittos of Christmas objects, glue or paste, scissors, paint or crayons.

Activity: Painted and Crumpled Paper Flag

Purpose: Fine motor coordination, color recognition and reinforcement, good for July 4th

Directions:
1. Have pre-drawn: on a piece of manila paper draw a square in the upper left-hand corner and on the rest of the paper, draw parallel lines.
2. Have student paint every other space (made by the lines) red and the other spaces white.
3. Paint the square blue and let dry.
4. Crumple white kleenex or white tissue paper and glue on top of the blue square and let dry.

Materials: Manila paper, paint brush, red and white tempra paint, white kleenex or white tissue paper, glue or paste.



Activity: Painted Happy Face

Purpose: Lesson on facial parts, fine motor coordination

Directions:
1. Have student cut out a circle from construction paper (circles may be pre-cut).
2. The student may then paint the construction paper circle.
3. After the circle has dried, he may add circles cut from dark construction paper for the eyes, nose, and mouth.
4. Eyebrows may be added using yarn.

Materials: Construction paper, tempra paint, scissors, glue or paste, yarn.

Activity: Paper Weight

Purpose: Making a useful object

Directions: 1. Collect used baby food jars; clean thoroughly and dry.

2. Collect odds and ends of plastic flowers.

3. Spray paint the lid of the baby food jar gold or silver.

4. Put flowers in the jar; add one teaspoon gold or silver glitter; add water and put the lid on tightly — the lid may be sealed with florist's putty.

Materials: Baby food jars - emptied and clean; plastic flowers; spray paint; gold or silver glitter; florist's putty.

Activity: Plaster Hand or Foot Print

Purpose: Awareness of several body parts; just for fun

Directions:

1. Have plaster already mixed when the project begins.
2. Spread newspapers on the table and/or the floor.
3. Give each student a piece of aluminum foil approximately 15" long.
4. Spoon plaster onto the foil; student may make either a hand or foot print.
   (The students usually enjoy making a foot print more since it is a bit novel.)
5. Let plaster molds dry; they may be painted if student so desires.

Materials: Plaster, water, mixing bowl, spoon, newspapers, aluminum foil, paint.

Activity: Plaster Plaque with Shells

Purpose: Eye-hand coordination and fine motor coordination

Directions:
1. Gather sea shells.
2. Spread newspapers out on a table.
3. Give each student a foil pie plate.
4. Pour plaster into pie plate; have student arrange shells in a pleasing pattern; the plaster may be tinted.

Materials: Sea shells, foil pie plates, plaster, newspapers, food coloring.

Activity: Pressing Slivered Crayons

Purpose: Color recognition activity

Directions:
1. The crayons should already be slivered before the pressing activity begins.
2. Sprinkle crayons chips and slivers on top of piece of waxpaper; cover this with another piece of waxpaper.
3. Have iron set on medium heat; press the sheets of waxpaper with the crayon in between.
4. See how many different colors the student knows and can give the correct sign for.
5. (Extreme care should be taken during this activity.)

Materials: Odd bits and pieces of crayon to be slivered, waxpaper, iron.

Activity: Sock Puppets

Purpose: Dramatization activity

Directions:

1. Gather old socks (ask parents and volunteers to help).
2. Put the sock on the child's hand so that he gets the idea of making a hand puppet.
3. Make facial features from felt scraps; glue or sew them on; make hair from yarn — glue or sew on.
4. Have student decide if he wants his puppet to resemble some particular storybook character or a friend, etc.

Materials: Old socks; felt scraps; scissors; yarn; thread and needle; glue.

Activity: Spring Mobile

Purpose: Vocabulary Building; just for fun

Directions:

1. Have dittos already made or objects pre-traced: bird, flower, butterfly, kite.
2. Have student color or paint the objects traced on the paper.
3. Have student cut the objects out. (The teacher or a volunteer can make a hole at the top of each object with a paper-punch.)
4. Teacher or volunteer cut string or yarn in various lengths; tie onto the objects.
5. Tie objects on a hanger at varying lengths.
6. The class can make a group mobile or each student may make his own.
7. During the entire activity, the teacher gives the signs for the various objects being used.

Materials: Dittos or pre-traced papers, paint or crayons, scissors, paper-punch, string or yarn, hanger.

Activity: Stick Puppets

Purpose: Role playing

Directions:

1. Draw and cut out a 6" circle from heavy poster board.
2. From dark construction paper, cut nose, eyes, mouth, ears, cheeks.
3. Make hair from yellow, brown or black yarn.
4. Glue all of the facial parts and the hair on the circle.
5. Glue tongue depressor on the back of the circle so that all of the tongue depressor shows except two inches.
6. Students may want to make their puppet look like someone they know or like some storybook character.
7. Students may want to act out a very short play or story using the stick puppets.

Materials: Heavy poster board; dark construction paper; scissors; yellow, brown, or black yarn; tongue depressor; glue.

Activity: Straw Painting

Purpose: Exercises speech musculature

Directions:
1. Dip straw into tempra paint and dot paint on manila paper.
2. Blow the dots of color all around on the paper to make interesting designs.

Materials: Newspapers underneath manila paper, tempra paint, straws, smocks.

Activity: String Painting

Purpose: Fine motor coordination, color learning

Directions:
1. Spread newspapers on the table.
2. Have yarn or string cut into 6" lengths.
3. Have student dip yarn or string into paint and move around on the paper, making interesting designs.

Materials: Newspapers, yarn or string, manila paper or fingerpaint paper, tempra paint, sponges to clean up, smocks.

Activity: Texture Scrapbook

Purpose: Texture discrimination

Directions:

1. Have scrapbook or notebook already stapled together.
2. Glue one of the following on each page: cotton ball, piece of sandpaper, small piece of saran wrap, small piece of foil, small piece of corduroy material, small piece of velvet material.
3. If the student functions at the appropriate level, the words may be printed underneath as follows: soft, hard, rough, smooth.
4. Students should be taught the signs that describe the textures.

Materials: Scrapbook or notebook, cotton ball, sandpaper, saran wrap, foil, velvet material, glue, scissors, felt-tipped pen.

Activity: Turkey Hand Print

Purpose: Fine motor coordination; reinforce learning for unit on Thanksgiving

Directions:

1. On a piece of manila paper, have student trace around his hand — with his forefinger and thumb spread wide apart.
2. At the bottom of the palm, add feet — either draw them on or make feet out of construction paper.
3. Have student cut out feathers from construction paper and glue them on top of the fingers.
4. Draw on the eyes.

Materials: Manila paper, pencil, several different colored sheets of construction paper, glue, scissors.

Activity: Underwater Fish Scene

Purpose: Vocabulary building activity

Directions:

1. Have student paint a styrofoam or corrogated meat tray with royal blue tempra paint; let dry.
2. Paint straw green; let dry.
3. Have student cut out fish from construction paper; draw on eyes, mouth, and fins.
4. Glue straw in the bottom of the meat tray; glue fish in and on top of the straw.
5. Glue fish bowl gravel on top of the straw.
6. Cover the entire meat tray with saran wrap to produce the under water effect.

Materials: Styrofoam or corrogated meat tray, blue and green tempra paint, various colors of construction paper, scissors, glue, fish bowl gravel, saran wrap, paint brush, pencil.

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